

# Written Expression Instruction



Teaching the WHAT and HOW for  
any Genre

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## Variety of Genre

- List genre.

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## Brainstorming

- **Think**

- Students record ideas.
- Teacher monitors and writes ideas and names on transparency.

- **Pair**

- Students share ideas with partners.
- Teacher monitors and writes ideas and names on transparency.

- **Share**

- Teacher shares ideas with class using transparency.

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## BIG IDEAS

- Teach a limited number of genre.
- Have students write many products.
- Scaffold instruction.

M	T	W	T	F
<i>I do it.</i>	<i>We do it.</i>	<i>We do it.</i>	<i>We do it.</i>	<i>We do it.</i>
M	T	W	T	F
<i>You do it. ....</i>	<i>You do it. ....</i>	<i>You do it. ....</i>	<i>You do it. ....</i>	<i>You do it.</i>

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## BIG IDEAS

- Consider **motivation**.
  - **Success** (perceived probability of success)
  - **Interest** (interest in the topic)
  - **Choice** (narrow choice when possible)

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# BIG IDEAS

## ■ WHAT

- Critical attributes
- Rubric
- Illustrate with an example

## ■ HOW

- Writing Process

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# WHAT

- Ask yourself, what are the **CRITICAL ATTRIBUTES** of a well-written product.

- Six Traits

- Ideas
- Organization
- Word Choice
- Voice
- Sentence Fluency
- Conventions

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## What

- Represent in a simple, easy to understand **RUBRIC**. (See example rubrics.)
- Consider introducing only a portion of the rubric initially. Focus on ideas, organization, and conventions.
- Provide an **EXAMPLE** to illustrate the critical attributes.

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## WHAT

### Example # 1

- descriptive paragraph rubric and example

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# HOW

## ■ Writing process (Examples 4 and 5)

- Plan
- Draft
- Revise
- Edit
- Publish

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# HOW - PLAN


## Prepare

T = Topic  
A = Audience  
P = Purpose

## Prepare

Think  
Brainstorm  
Research

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## HOW - PLAN

### ■ Organize

- Support for organization of product
  - Writing frames
  - Strategies
  - Think Sheets

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## HOW - PLAN

### Organize

#### Writing frames

- Use with beginning writers. (Example 5)
- Use as an accommodation for emerging writers. (Example 6)
- Use to support specialized writing. Example 7)
- Use to support summarization. (Example 8 and 9)

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## HOW - PLAN


### Organize

#### Strategy for Paragraph Writing

- List
- Cross-out
- Connect
- Number  
( Write)

*REWARDS PLUS* (Sopris West)

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## HOW - PLAN

- Example # 10 and 11
  - Think sheet for organizing compare/contrast
  - Example paragraph

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## How - PLAN

Organize

Examples

- Example # 12
  - Think sheet for short story
- Example # 13
  - Think sheet for personal experience
  - Example personal experience

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## How - Draft

- Transcribe ideas and transcribe into:
  - Complete sentences that vary in length and complexity,
  - Well organized paragraphs with topic sentences and supportive details and facts, and
  - Longer written products with coherent beginnings and endings.
- Model transcribing.
- Guide students in the process.

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## **How - REVISE**

- Revise to improve writing based on rubric and/or the traits that have been emphasized.
  - Ideas
  - Organization
  - Word Choice
  - Sentence Fluency
  - Voice
- Model the process of revising.
- Guide students in revising.

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## **How - EDIT**

- Edit writing for conventions including
  - Spelling
  - Capitalization
  - Punctuation
  - grammar

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## **How - PUBLISH**

- Publish a legible document.
- For selected products,
  - Have students copy edited product.
  - Stress the need for legible handwriting so that others can read the product.
- Celebrate Celebrate Celebrate